



## **GOVERNOR DAVIS, OFFICE OF THE SECRETARY FOR EDUCATION**

### ***2001-02 Legislative Education Initiatives***

#### **INTENSIVE PROFESSIONAL DEVELOPMENT IN READING AND MATHEMATICS Q & AS AB 466 (STROM-MARTIN)**

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##### ***Why do we need this bill?***

- Many teachers, particularly in upper elementary grades and high schools, still have not been trained on reading and math content standards and frameworks and therefore do not teach them.
- To move to a standards-based instructional system, all teachers need to be provided with professional development on standards and the instructional materials they will use to help students meet these standards. Each student must be provided with standards-based textbooks and other instructional materials. Without these two basic ingredients, students will be shortchanged.
- The state has adopted K-8 textbooks and other instructional materials fully aligned to math standards in January 2001 and will adopt K-8 textbooks and other instructional materials fully aligned to reading standards in January 2002. Once districts buy state-approved books, they will need to have their teachers trained to use the books in the classroom. UC's Professional Development Institutes are on schedule to train 70,000 teachers by 2002, but an additional 200,000 need such training to implement the standards.

##### ***How would this bill meet the need?***

- This massive three-year effort would ensure that all teachers (and selected instructional aides) receive intensive professional development on reading and math academic content standards and on the use of the newly adopted reading and math instructional materials.

##### ***What specific steps does this bill set forth to reach the result?***

###### ***The bill:***

- Expands current UC Professional Development Institutes by providing districts with a \$2,500 per teacher per year incentive for the next 3 years for each teacher trained in an intensive reading, language arts and math staff development program approved by the State Board of Education.
- Assures funding for all teachers in math and reading.
- Grants flexibility to schools if training meets the high standards of UC's Professional Development Institutes (PDIs).
- Ensures that every student has reading and math instructional materials aligned to standards.

### **How is this bill being funded?**

- It consists of an \$830 million, three-year investment to provide intensive standards-based provider of training for every teacher of reading and math. It will be funded at \$335 million in each of the first two years, and \$160 million in the third year.
- This is in addition to \$130 million currently spent on the UC Professional Development Institutes.

### **What are the requirements?**

- Each student in the district must have standards-aligned math and reading language arts instructional materials within 7 months of a full K-8 adoption for such subjects. Districts currently in the process of assessing the effectiveness of particular standards-aligned materials will not lose eligibility to participate in this program. However, standards-aligned materials must be adopted and provided to each student prior to participation in the training.
- Staff development includes all teachers in self-contained classrooms and all subject specific teachers in upper grades.
- Teachers must receive at least 40 hours of intensive, out of classroom training and 80 hours of follow-up training.
- A related training for 22,000 instructional aides at \$1,000 per FTE is part of this Reading and Math plan.

### **Is there a requirement that all districts/schools/teachers do this? If not, why not?**

- This is an incentive program. With the state's emphasis on moving toward higher standards, all districts, schools and teachers should be motivated to participate.

### **Why don't credentialed teachers already know how to teach in these areas?**

- The state content standards were just developed within the last 3 years. It is only since Governor Davis took office that teaching them has become necessary with the implementation of accountability measures, such as the Academic Performance Index, the High School Exit Exam, and standards-based testing.

### **Are we also changing the training of new teachers to incorporate this, so they won't arrive to the classroom unprepared to teach the state content standards?**

- Current teacher candidates are being trained on state content standards, and will therefore have less need for this training.

### **Will teachers who complete the training be eligible for salary increases or bonuses?**

- Salary decisions are a local issue. Schools will receive \$2,500 per teacher per year for the next three years for each teacher trained in a staff development program approved by the State Board of Education.

### **After teachers receive this training, paid for by taxpayers, will the teachers be obligated to remain teaching in the California public school system for any length of time?**

- Numerous incentives are now in place to retain public school teachers, and this training program is one of them. If teachers can receive the training they need to be better teachers, they are more likely to remain in the profession. They may also be eligible to receive National Board Certification bonuses, a supplemental retirement account, and bonuses through the Teaching As a Priority Block Grant Program.